



Inclusive Practices *Recipe Express*



**National Institute for the Empowerment of
Persons with Visual Disabilities (Divyangjan)**

Department of Empowerment of Persons with Disabilities
Ministry of Social Justice & Empowerment, Govt. of India

Inclusive Practices

Recipe Express



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Inclusive Practices Recipe Express

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Message



It is with immense satisfaction that I present this collaborative effort between Sightsavers India and the National Institute for the Empowerment of Persons with Visual Disabilities (Divyangjan), under the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Government of India. This booklet reflects our shared commitment, aligned with SDG goal-4 and National Education Policy (NEP) 2020, to making education inclusive and ensuring that children with disabilities have equal access to quality learning opportunities.

Equity and inclusion are required as the foundational principle of NEP 2020. Importance of inclusive education is also emphasized in Rights for Persons with Disabilities (RPwD) Act, 2016. The idea of social justice and equality can be best delivered through education.

The journey toward creating inclusive classrooms is not without challenges. Yet, it is one we must undertake if we aim to build a society where diversity is celebrated, and all students are empowered to reach their full potential. This booklet provides practical guidance and insights into creating environments where students with visual impairments can learn, grow, and thrive alongside their peers. It covers a comprehensive range of topics, from implementing inclusive teaching practices to leveraging technology, involving the community, and developing leadership qualities in students.

Educators play a pivotal role in shaping the future of all children, and the strategies presented here will equip them with the tools to meet diverse learning needs while adopting an environment that values and supports every student. The chapters explore critical aspects of inclusive education, such as integrating the core and expanded curriculum, promoting equal participation in school activities, and making the best use of teacher-learning materials. Additionally, the booklet offers guidance on involving parents and communities in the educational process, ensuring a holistic approach to the development of children with visual impairment.

We hope that this resource will not only support teachers but also inspire them to reimagine their classrooms as places where every student can experience the joy of learning and where barriers to education are actively dismantled. Together, we can create a future where inclusivity is the norm, not the exception.

I extend my sincere gratitude to all those who contributed to the development of this booklet. Let us continue to work together towards the education and empowerment of every child in our country.



RN Mohanty,
CEO of Sightsavers India

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75
आज़ादी का
अमृत महोत्सव

भारत सरकार
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Ministry of Social Justice & Empowerment
Department of Empowerment of Persons with Disabilities
(Divyangjan)



Preface

Imagine a classroom where every student, regardless of their abilities, feels valued, respected, and empowered. A place where learning is accessible, enjoyable, and a catalyst for personal growth. This is the vision that inspired the creation of this book (Inclusive Practices Recipe Express).

We believe that inclusion is not just a moral imperative but also a practical necessity. It enriches the learning experience for all students, fosters a sense of community, and prepares individuals for a more equitable and inclusive society. However, creating inclusive classrooms requires careful planning, thoughtful implementation, and a commitment to ongoing adaptation.

This book is designed to serve as a practical guide for policymakers, administrators, and teachers who are seeking to create inclusive learning environments. It is structured in the format of a recipe book, offering step-by-step instructions and tips for implementing inclusive practices.

Just as a chef follows a recipe to create a delicious meal, educators can use this book to craft inclusive classrooms that nourish the minds and spirits of all students. By following the "ingredients" outlined here, you can create a learning environment where every student feels welcome, supported, and inspired to reach their full potential.

We invite you to embark on this culinary journey of inclusion. Together, we can create classrooms that are not just places of learning but also beacons of hope, equity, and human potential.

(Rajesh Aggarwal)
30th October, 2024



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Dr. Pankaj Kumar, Assistant Professor, NIEPVD Dehradun and Mrinal R. Madhaw, Project Manager & National Programme Coordinator (IE), Sightsavers, India played a vital role in bringing this book to fruition.

The academic expertise and mentorship provided by Prof. Amitav Mishra, Professor, IGNOU, Prof. Bharti Kaushik, NCERT, and Dr. Akhilesh Kumar, Director, Distance Education, Tezpur University have added significant depth to this work.

We are also very much thankful to Dr. Nitika Mendiratta for being a guiding force throughout this project including content, arrangement and design. Further, having practical experiences and dedication to education, Ms. Namrata Mehta and Mr. Brijlal Thakur have greatly enriched the content.

At last, I want to extend my thankfulness to all individuals who were directly or indirectly supported. I hope that a wide range of readers will find this publication as enlightening and enjoyable as it was to create.

With gratitude,

(Er. Manish Verma)
Offg. Director



Boarding @ Inclusive Practices Recipe Express!

Welcome to a culinary adventure where the ingredients are not found in kitchens, but in classrooms, playgrounds, and school environment. This unique recipe book express journey invites you on a journey towards inclusive education, where every child is valued, celebrated, and supported.

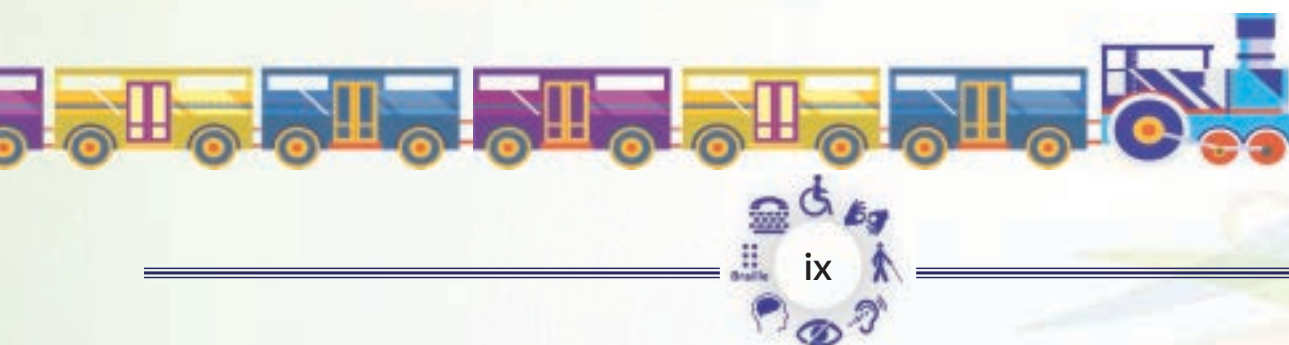
Imagine a train, its 12 compartments filled with the diverse flavors of inclusive practices. This express has 12 compartments (i.e. 12 chapters) and each chapter offers a delicious recipe for creating a welcoming and supportive learning environment. The every compartment recipe or chapter is being presented with

- a. Preparation and Planning: Just like a recipe, each chapter begins with a list of essential ingredients, or in this case, the necessary components for inclusive education.
- b. Method: Follow the step-by-step instructions to implement the inclusive practice.
- c. Garnishing (desirable): Add extra touches to enhance the experience and make it truly special.
- d. Outcome: Discover the potential outcomes.
- e. Nutritional Values: Address any concerns related to the policies.
- f. The Refreshing Story: Enjoy a heartwarming tale that showcases the success of the inclusive practice in real-life settings.

Whether you're a teacher, parent, or educator, this cookbook will equip you with the tools and inspiration to create a more inclusive and equitable learning environment for all children. We are much hopeful that you will enjoy this journey from the bustling station of Foundation to the scenic Inclusive Pedagogy station.

Let's embark on this delicious journey together!

(Dr. Pankaj Kumar)





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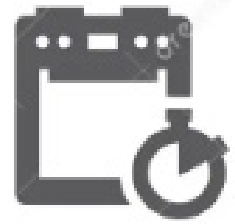
**Are you practising
inclusive classroom
procedures?**

Let's learn how we can !



Preparation and planning

- ❖ Have faith that all students can learn together.
- ❖ Ensure that all students, including students with special needs, attend school regularly.
- ❖ Make sure all students follow the general education curriculum.
- ❖ Make sure all students are seated with a clear view of the teacher and learning material.
- ❖ Make sure all students use and engage with teaching-learning material.
- ❖ Pair/group students with special needs with regular peers.
- ❖ Display the work of all students including those with special needs.
- ❖ Plan opportunities to ensure the active participation of students with special needs in the classroom.



Method

- ❖ Identify different learning needs of students. Check how they prefer to learn.
- ❖ Plan teaching & learning resources according to student's learning needs and preferences.
- ❖ Use a variety of teaching styles: scaffolding, modelling, peer tutoring, active learning, cooperative learning, group work, field trips, project work, and so on.
- ❖ Set high and consistent academic expectations for all students.
- ❖ Create a multi-sensory learning environment.
- ❖ Reinforce positive attributes of everyone.
- ❖ Maintain respectful behaviour in the classroom.
- ❖ Facilitate peer friendship for students with special needs.
- ❖ Set clear classroom rules and procedures to support students with special needs.





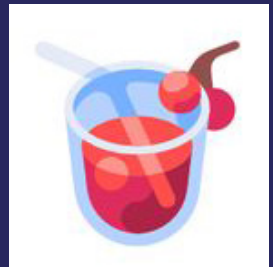
- 



The refreshing story



- ❖ Ms. Susmita is a schoolteacher in Odisha. With her dedication and innovative teaching methods, she has transformed her classroom into an inclusive space.
- ❖ One of her students was identified having hearing impairment, which meant they were struggling to follow the classroom content. Recognising the significance of inclusive learning, Ms. Susmita underwent training for Master Trainers on inclusive teaching methodology and attended an inclusive teaching and learning material development programme organised by Sightsavers India. She acknowledged the importance of inclusivity beyond physical accessibility.
- ❖ Sensing that her student with a hearing impairment will require specific interventions, Ms. Susmita employed various strategies. Not only did she learn sign language herself, but she encouraged her other students to learn it too. This inculcated effective communication and a sense of belonging among the students. All other students were then able to communicate well with the student with a hearing impairment.
- ❖ Ms. Susmita's inclusive classroom has become a shining example for fellow educators. Her unwavering commitment has fostered an environment that celebrates diversity and ensures equal opportunities for all students.



Are you able to overcome challenges to make your class inclusive?

Let's learn how we can !

2



Preparation and planning



- ❖ Focus on abilities, not on disabilities.
- ❖ Build relationships among all peers.
- ❖ Interact with students with special needs to identify their challenges and barriers.
- ❖ Have high and consistent expectations from all students.
- ❖ Respect the needs of all students equally.
- ❖ Plan and create activities that include all students.

Method



- ❖ Provide multiple opportunities to practise the skill/concept.
- ❖ Allow flexible seating, the possibility of taking breaks, using assistive aids/devices, and so on.
- ❖ Scaffold instruction to grade-level standards.
- ❖ Devise multi-sensory activities as per the learning needs and learning styles of the students.
- ❖ Use a variety of teaching-learning materials.
- ❖ Group students to facilitate peer tutoring & a buddy system.
- ❖ Deliver instructions and present concepts of the lesson plan in simple language and multiple ways.
- ❖ Use inclusive language, such as people first.

Garnishing (desirable)



- ❖ Needs-based classroom intervention.
- ❖ Identify the needs of students with special needs for individualised educational planning.
- ❖ Know more about universal design for learning.
- ❖ Explore methods of differentiated instructions.
- ❖ Spend time developing diverse learning materials.
- ❖ Seek support from therapists for students, if needed.



Outcome

All students are learning together in an inclusive environment where they support each other in classwork and recreational activities.

Nutritional value

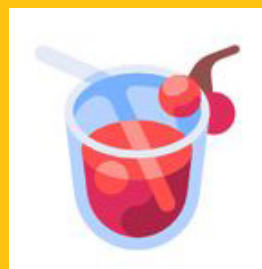
Goal 4 of the Sustainable Development Goals (SDGs) aims to ensure inclusive, equitable and quality education for all, including technical and vocational training by providing lifelong learning opportunities, to achieve substantial adult literacy and numeracy.



The refreshing story



- ❖ Soni studies in a government school and lives in a residential girls' secondary school run by the government of India for the economically weaker sections in Bihar. Soni has blindness since birth.
- ❖ Her teachers found Soni to be a bright student, but the challenge for them was to make the learning process accessible for Soni. Sightsavers India intervened by providing accessible learning materials, including a braille kit, Taylor Frame, abacus and ICT devices for Soni, along with training to the teachers on inclusive pedagogy and ICT. With these facilities in place, her teachers became hopeful about including Soni in the learning process.
- ❖ With the support of her teachers in explaining the concepts in accessible ways, giving adequate time and peer engagement, in no time, Soni started being called 'Maths Wizard'. "She's beyond wise compared to children her age." – Soni's teachers, Bihar.
- ❖ As well as mathematics, Soni also excelled in braille. She won second prize in the Bihar state level braille reading and writing competition.



Do you ensure that all students in your class equally participate in the teaching-learning process?

3



Preparation and planning

- ❖ Recognise that all students have their own pace of learning, and approach them accordingly.
- ❖ Plan teaching-learning processes to address the teaching-learning needs of all students.
- ❖ Provide required support to students with special needs for their active participation in the classroom.
- ❖ Plan group activities to ensure active engagement of all students.
- ❖ Plan the teaching-learning materials so that all students can effectively use it.
- ❖ Support learning by encouraging peer-to-peer learning.



Method

- ❖ Identify the different learning needs of students and pair them accordingly.
- ❖ Ensure all your verbal and written instructions are accessible, especially for students with special needs.
- ❖ Allow participation in group activities, along with individual participation.
- ❖ Use a variety of teaching styles and methods to create a multi-sensory environment.
- ❖ Provide equal opportunities for students with special needs in leadership roles and to represent the classroom/school at events.
- ❖ Reinforce positive attributes of everyone.
- ❖ Set class norms to promote inclusion, mutual respect, discipline, dignity and acceptance in the classroom.
- ❖ Facilitate and observe cooperative learning for equity in the classroom.



Garnishing (desirable)



- ❖ Develop protocols for identification and supportive intervention for students with special needs.
- ❖ Initiate communication and seek feedback from special educators, allied professionals and the families of students with special needs to understand the barriers and needs of the student.
- ❖ Explore & use methods like Montessori, Project-Method and, Play-Way for active & equal participation of all students.
- ❖ Create an inclusive culture & allow the representation of diversity around the school in events, posters, notice boards and so on.
- ❖ Encourage peers to learn braille, sign language, use of abacus and other tools.

Outcome



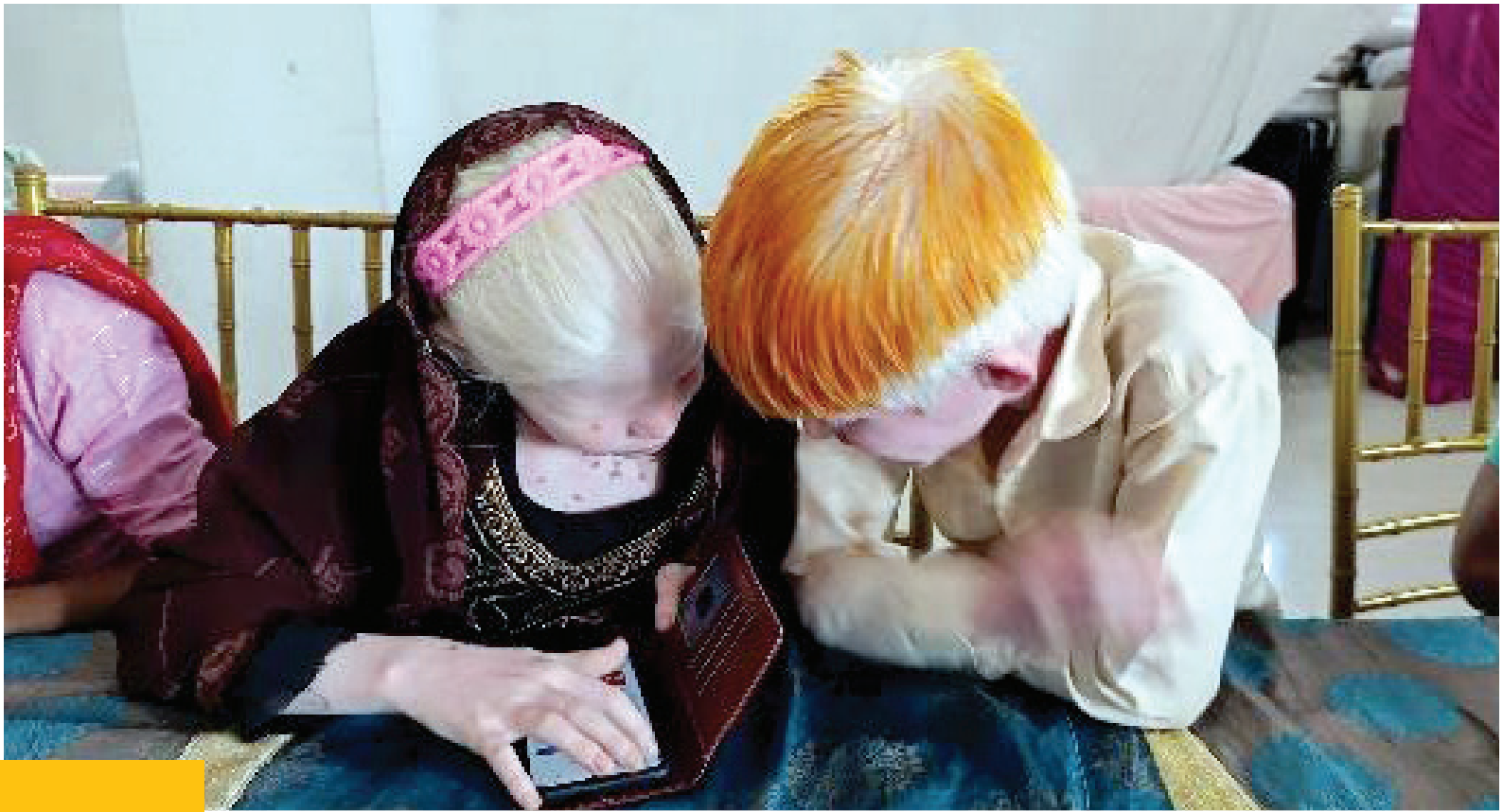
Equal and active participation of all students in the teaching learning process will ignite innovations that can benefit all learners.

Nutritional value

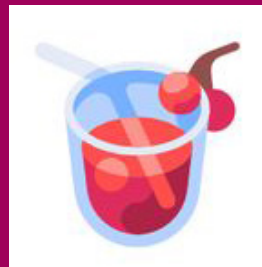
The National Education Policy 2020 ensures the inclusion and equal participation of students with disabilities in the schooling system.



The refreshing story

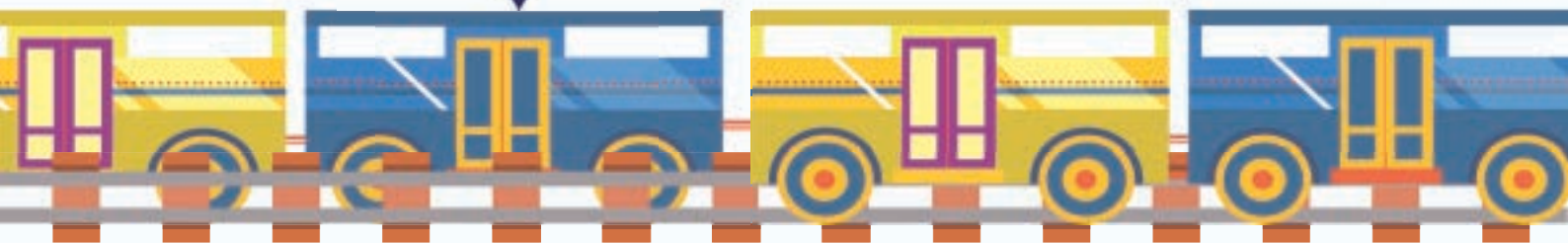


- ❖ In rural Alwar, nestled in a six-member household where their father shoulders the responsibility as a truck driver, the only source of income for the family facing financial hardship, reside siblings Farhan and Armana, who are determined to overcome the challenges of albinism and achieve an education. The father secured medical certificates and enrolled them in a government school. Farhan and Armana, both in 6th grade, grapple with albinism, but their determination to learn shines through. Their parents, with limited resources, tirelessly ensured their children had the documents needed for school.
- ❖ During the mapping process of Sightsavers India, Armana and Farhan came to our attention and were selected for Sightsavers India's mobile training programme. Farhan and Armana, with their parents' support, have embraced mobile technology to further their studies. Despite their shyness, both excel; particularly Farhan who has shown a remarkable talent for financial management and mathematics at a young age. Their shared dream to become Urdu teachers, is a testament to their resilience and their family's unwavering support. Farhan and Armana's journey proves that knowledge can conquer any obstacle.



**Do you manage the
resources and classroom
activities for all students?**

Let's learn how we can !



Preparation and planning

- ❖ Identify low-cost local and natural resources as teaching-learning materials.
- ❖ Plan and prepare the activities & teaching-learning materials keeping in mind the differential learning potential of all students.
- ❖ Engage with other teachers and students to identify and develop teaching-learning materials.
- ❖ Prepare resources to enable active sensory engagement and effective learning.
- ❖ Facilitate appropriate use of the budget provisioned for teaching-learning materials.



Method

- ❖ Develop innovative materials for all students to learn.
- ❖ Prepare teaching-learning materials for multi-sensory learning from natural and locally available resources.
- ❖ Allocate appropriate space in the classroom to store learning materials so they are accessible to all students.
- ❖ Use readily available local materials and toys to teach different concepts.
- ❖ Design teaching-learning materials that have multi-utility & can be used for teaching various concepts.
- ❖ Seek students' inputs to make the learning resources accessible and inclusive for all.
- ❖ Facilitate peer support for students with special needs while learning with teaching materials.



Garnishing (desirable)



- ❖ Ensure that the teaching-learning materials are age-appropriate, sturdy, readily available, prepared from local materials, inexpensive and attractive.
- ❖ Prepare a series of joyful games and activities for teaching concepts to sustain interest and motivation of all students.
- ❖ Get acquainted with ICT-based devices that can aid in the learning of students with special needs.
- ❖ Explore audio-video teaching-learning materials and adaptations to create inclusive activities.
- ❖ Ensure parents' involvement in preparation of teaching-learning materials.



Outcome

Accessible reading materials, a variety of teaching-learning resources, and assistive technology enhances motivation and optimises the learning of all students.

Nutritional value

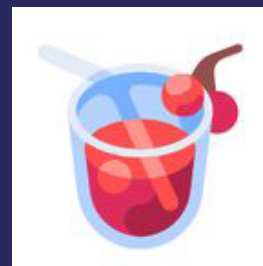
The Rights of Persons with Disabilities Act, 2016, Section 17-g and Right of Children for Free and Compulsory Education Act, 2009, state that books, other learning materials and appropriate assistive devices to students with benchmark disabilities be provided free of cost up to the age of eighteen years.



The refreshing story



- ❖ Ms. Sasmita, a trained graduate schoolteacher works in a government school in Kalahandi district. With a total of 250 students in her school, she faced the challenge of teaching those with special needs. She was unaware of the specific methods and equipment required to teach a student with visual impairment.
- ❖ In a training conducted by Sightsavers India, Ms. Sasmita learnt how to effectively teach students with visual impairments using ICT tools and an inclusive curriculum.
- ❖ Following this, she implemented various strategies in her classroom, such as appropriate seating arrangements, utilising ICT resources, providing tactile learning materials, and allocating additional time for evaluating students with visual impairments.
- ❖ As a result, she observed increased active participation among her students, fostering an enjoyable and inclusive learning environment. The performance of students with special needs also witnessed significant improvement.



Do you ensure that all students are engaged with the available teaching-learning materials?

Let's learn how we can !

5



Preparation and planning

- ❖ Recognise that all students use their senses differently in learning.
- ❖ Engage peers to support students with special needs to use the teaching-learning materials.
- ❖ Plan activities with the help of teaching learning materials, keeping the sensory needs of students with special needs in mind.



Method

- ❖ Implement activities with prepared teaching-learning materials as per the communication and sensory needs of students.
- ❖ Create a multi-sensory learning environment in the classroom.
- ❖ Be innovative in using multi-sensory materials involving all students.
- ❖ Ensure that the teaching-learning materials suit the learning styles of all students.
- ❖ Connect classroom learning with daily experiences.
- ❖ Involve peers in implementing multi-sensory engagement with students who have special needs.



Garnishing (desirable)

- ❖ Understand the factors affecting learning – intelligence, aptitude, socio-economic environment, peer & teacher attitude, challenges in seeing/learning/communication/hearing/moving, and so on. and accordingly devise teaching-learning materials to enhance and enrich the learning process.
- ❖ While developing/selecting teaching-learning materials, consider their multiple uses, accessibility, maintenance, and need for regular update.
- ❖ Develop resource rooms with multi-category teaching-learning materials and equipment.
- ❖ Initiate communication with special education teachers and other allied professionals for help in developing appropriate teaching-learning materials.
- ❖ Appropriate and useful teaching-learning materials and aids should be exhibited and shared in teaching-learning materials melas held at district or block levels.



Outcome

A variety of accessible learning materials are available at schools and motivate students with special needs and all other students to optimise their learning.



Nutritional value

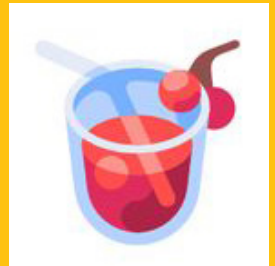
Inclusive education intervention is an essential component under Samagra Shiksha. One of the objectives of the component is to supply appropriate teaching learning materials.



The refreshing story



- ❖ Sightsavers India, under its intervention in inclusive education for students with visual impairment, is imparting ICT-based education in the rural areas of Udaipur, Rajasthan. Mohammad Azam works with these children as an ICT co-ordinator and handholds them in learning and using ICT devices. He ensures that students with visual impairment are imparted with the technical knowledge required to lead a life of independence and dignity. He teaches them one-to-one the technology that can help them access digital mediums efficiently, like the application called TalkBack, a screen reader that works on smart phones. With the help of Talkback, a student who cannot see is able to listen to the accessible school E textbooks and learning contents loaded on their smart phone.
- ❖ Azam has been instrumental in bringing a whole new wave of learning on ICT for students with visual impairment in the villages of Udaipur. This has also made him their favourite, a teacher who teaches some magical stuff on their smart phones!
- ❖ Talking about his work, Azam very proudly said, “We strive to help the students with visual impairment to attend classes regularly by focusing on promoting education through ICT-based learning”.



Do you synergize the core curriculum and expanded core curriculum for students with special needs?

Let's learn how we can !



Preparation and planning

- ❖ Orient the student fully with the classroom and school building.
- ❖ Encourage students to be mobile within the campus.
- ❖ Provide a suitable environment, equipment and encouragement for students to perform.
- ❖ Consider learning to support communication, physical abilities, social skills, technologies and career planning.
- ❖ Sensitise peers towards the physical, socio-emotional and communication diversities of students with special needs.



Method

- ❖ Encourage participation of all students in activities like competitions, essay writing, debates, storytelling, recitation, music and dance.
- ❖ Facilitate self-determination of students by encouraging choice-making, decision-making, problem-solving, self-advocacy, assertiveness and goal-setting.
- ❖ Create awareness about body language, gestures, facial expressions, personal space and interpersonal relationships, to enhance social interaction skills.
- ❖ Provide hands-on experiences to learn work-related skills, such as assuming responsibility, punctuality and staying on task.
- ❖ Enable access to communication modes, organisation and study skills, access to print materials, tactile graphics, object and tactile symbols, braille, sign language and audio materials.
- ❖ As and when needed, encourage peers to support taking notes, moving around, facilitating involvement in play and other suitable occasions.



Garnishing (desirable)

- ❖ Give opportunities to explore, experience and choose physical and leisure-time activities, both group & individual.
- ❖ Facilitate in systematic instruction and frequent practice in independent living skills like personal hygiene, clothing care, time and money management & other daily routine skills.
- ❖ Adaptation of games and sports.



Outcome

Students with special needs are able to access and respond to their curricular activities through ECC competencies (braille, sign language, orientation and mobility) and are able to make their own choices throughout life.



Nutritional value

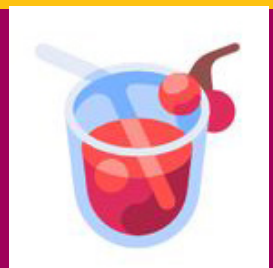
Chapter 2 (y) of RPwD Act 2016 defines, “Reasonable Accommodation” as necessary and appropriate modification and adjustments to ensure that people with disabilities enjoy or exercise their rights equally with others.





The refreshing story

- ❖ Munib has visual impairment and lives in a village in Hazaribagh, Jharkhand. He had never been to school and therefore had no exposure to being educated in a mainstream setup.
- ❖ With huge efforts of the Sightsavers India team, he got enrolled in a government school, as the school administration was not comfortable admitting him. Further, he was supported with a series of skill training and assistive devices, such as a braille kit, braille books, ICT devices and a mobility kit. Even after joining school, Munib found it difficult to interact with peers and teachers and get support from them.
- ❖ Looking at these challenges, the team regularly sensitised the school administration, teachers and peers. The teachers were also trained on teaching methodology for children with visual impairment. It was good to see the initiatives taken by the teachers to involve Munib in every activity organised at school level. Peer group learning processes had a tremendous effect on his learning. Recognising his active participation, he has been selected as Kaushal Vikas Mantri (Skill Development Minister) in Bal Sansad at school. Recently, he secured 59 marks in the entrance exam of CM school of excellence and got the opportunity to be enrolled in a SMART class based English medium school in Class VII.
- ❖ "This is such an achievement of our child that we never dreamt of." Munib's parents.



Do you ensure that all students participate in events, competitions, sports, and games etc.?

Let's learn how we can !



Preparation and planning

- ❖ Plan inclusive and accessible sports, games, competitions and other activities.
- ❖ Ensure students with special needs participate in different indoor and outdoor activities with classmates.
- ❖ Make aware and sensitise all students about inclusive and accessible events and activities.
- ❖ Make available different basic equipment and items required engaging all students in games and sports.
- ❖ Sensitize all students and staff about various adaptations in games and sports for persons with disabilities.



Method

- ❖ Encourage all students to participate in inclusive sports and other activities.
- ❖ Ensure students respect individual differences and needs for flexibility and adaptations in materials/rules and instructions.
- ❖ Ensure all-inclusive activities are being organised periodically.
- ❖ Encourage participation of all students, including those with special needs in inter-school, district, state and national level inclusive sports, games, competitions & other activities.
- ❖ Ensure necessary support for ensuring participation of students with special needs with dignity, and to reinforce their desirable skills and confidence
- ❖ Organise the games so they are adapted according to the needs of students with special needs.
- ❖ Ensure a friendly, healthy and cooperative environment through sports and games.
- ❖ Observe special days like International Day of Persons with Disabilities, World Autism Day and World Braille Day.



Garnishing (desirable)



- ❖ Learn about competitions and events at neighbourhood schools and zonal/district levels to give opportunities to students with special needs to participate.
- ❖ Explore about Special Olympics, Paralympics, and Abilympics, and prepare students with special needs to participate.
- ❖ Encourage parents to support their children in taking part in sports activities and other events.
- ❖ Advocate for the development of inclusive and accessible events and competitions.



Outcome

Students will gain team spirit, leadership, self-confidence, physical, mental and emotional fitness. which will facilitate their inclusion and easy adjustment in society.

Nutritional value

RPwD Act 2016, Section-16 states that opportunities for sports and recreational activities should be provided to students with special needs equally with others.

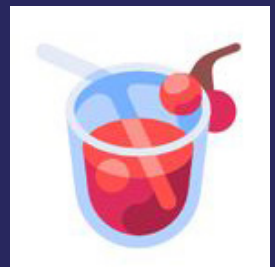
RPwD Act 2016, Section-30 states that government and sports authorities responsibility is to ensure access, inclusion and participation of students with special needs in all sporting activities.



The refreshing story



- ❖ Shivam Singh Negi a student with visual disability took admission in Model School, NIVH, Dehradun in 2008. He started taking part in sports and games since 2016. With the help of able guidance, training, hard work, environment and support, he represented the Indian Blind Football team. He played 31 international matches including matches in United Kingdom, Mexico, Oman and Thailand. He also represented India in Asian Para Games 2023 in Hangzhou China. Along with his abilities in the sports he is also aspiring for be a special education teacher for students with visual disabilities.
- ❖ Priya lives in a small village in Hoshangabad district of Madhya Pradesh. As she has visual impairment, she was identified by Sightsavers India under its inclusive education programme. She was taught Braille, and how to use ICT devices, and coached on self-defence and judo. Once Priya started attending judo training, she got so hooked to it that there was no looking back for her. From there on, she started competing at various state, national and international level events. She was selected for the Judo World Championship in Baku, Azerbaijan, Para Asian Games in Hangzhou, China and the Paralympic Games in Paris, France.



Do you develop values and traits like leadership, grit, empathy, teamwork, and resilience in all your students?

Let's learn how we can !



Preparation and planning



- ❖ Give the opportunity for students to express their views
- ❖ Help and support students in maintaining daily routines and self-care.
- ❖ Help the students to find purpose.
- ❖ Prepare students for developing educational and other goals to strive for.
- ❖ Motivate students to help others, understand individual differences and empathy.
- ❖ Give students experiences that teach them about diversity and inclusion.
- ❖ Teach students appropriate leisure and recreational activities.
- ❖ Adopt appropriate strategies for developing the communication skills of students with special needs.

Method



- ❖ Make connections with family and community for social inclusion.
- ❖ Inculcate respect, understanding and tolerance about individual differences.
- ❖ Share stories of resilient famous people and personalities. If possible, organise interactive sessions with them.
- ❖ Teach students with disabilities and others about grit, through nature and literature.
- ❖ Involve all students in volunteering activities.
- ❖ Reinforce students' ideas and initiatives and provide support for their implementation.
- ❖ Nurture a positive self-view to keep things in perspective and maintain a hopeful outlook.
- ❖ Introduce strategies for problem-solving, reframing solutions and making decisions.
- ❖ Assign teamwork activities and monitor the same.

Garnishing (desirable)



- ❖ Make houses/clubs/local groups/special sessions on developing soft skills and leadership in students.
- ❖ Assign team-based project work.
- ❖ Provide opportunities to students with special needs to be decisive, proactive and take initiative.
- ❖ Encourage students to celebrate their individuality.
- ❖ Facilitate interaction with local achievers with and without special needs.

Outcome



Students who rely on their own strengths, resilience and self-determination; are better equipped to navigate the barriers they experience in school, college, home and social environments.

Nutritional value

The key purpose of the education system is described under principles of the NEP 2020 to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values.



The refreshing story

- ❖ Sudama was born with visual impairment, which her family believed meant she could never lead an independent life. Identified by Sightsavers India, she was enrolled in the self-defence and judo training programmes. After joining, Sudama quickly excelled at judo and soon started competing at national championships in India. Sudama won five medals between 2017 and 2021 in the Para Judo National Championship. At 21 years of age, Sudama was given the opportunity to become a one-day District Collector of Katni, Madhya Pradesh, on International Women's Day. Sudama is also a member of the Organisation of People with Disabilities (OPD) supported under Sightsavers India's Social Inclusion Programme. Sudama is now a certified self-defence instructor.
- ❖ When being asked about her achievements, Sudama reflectively said that before learning judo, she was scared to go on the streets alone. However, now she not only feels more confident, but helps others as well to gain their independence.



How do ICT and assistive technology play an important role to enhance the capacities and skills of students with special needs?

Let's learn how we can !

9



Preparation and planning

- ❖ Make yourself aware of the importance of ICT and assistive technology in the learning of students with special needs.
- ❖ Develop understanding on the use of ICT and assistive devices to support the teaching-learning of students with special needs.
- ❖ Ensure a barrier-free environment to allow students with special needs to easily use devices; for example, desks of visually impaired students should have enough space to hold braille materials for other devices.
- ❖ Facilitate availability of needs-based ICT and assistive devices.
- ❖ Learn about the emerging assistive devices and ICT resources to support the learning of students with special needs.



Method

- ❖ Integrate ICT and enhance the use of assistive devices in the teaching-learning process.
- ❖ Address sensory and communication challenges through ICT solutions.
- ❖ Encourage students with special needs to use different means of assistive technology in their day-to-day life along with studies, for example. DAISY Player, long cane, hearing aid, and so on.
- ❖ Make peers aware about the assistive technology used by students with special needs.
- ❖ Create a multi-sensory environment through ICT and assistive technology.
- ❖ Sensitise peers on the significance of assistive technology for students with special needs & providing equity in education.
- ❖ Allow and promote students with special needs to use ICT and assistive devices in examinations and other activities.



Garnishing (desirable)

- ❖ Facilitate capacity building of parents and other students about the assistive technologies.
- ❖ Learn and liaison for different schemes and policies of the government for aids/devices.
- ❖ Facilitate procurement of ICT and assistive devices for students with special needs from different resources including government schemes.
- ❖ Set clear rules and procedures to support students with special needs.
- ❖ Explore opportunities to learn from local, regional and national institutions and organisations working on disability.



Outcome



All students and teachers are using ICT to make a stimulating and multisensory teaching-learning environment. Students with special needs are independently using assistive technologies for enhanced interest and academic performance.

Nutritional value

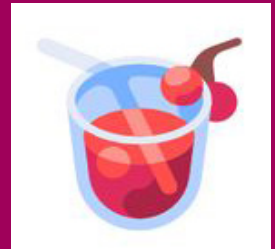
National Policy on ICT in School Education (2012); (Para 4.6) ICT software and tools should be the part of ICT infrastructure of the school and all teachers should be sensitised to issues related to students with special needs and the potential of ICT to address them.



The refreshing story



- ❖ With a heart full of hope and anticipation, Saurabh, who has visual impairment came all the way from Jharkhand to take admission at Model School in National Institute for Empowerment of People with Visual Disabilities (NIEPVD) Dehradun.
- ❖ He opted for mathematics and science in class 9th. With the help of ICT, assistive devices and the encouragement and hard work of teachers, Saurabh moved into 10th grade. After completing grade 12, Saurabh passed JEE mains in 2019 and then completed his B.Tech in Computer Science and Engineering in Delhi. Now he is a software developer in Microsoft, Noida.
- ❖ Looking back, Saurav says, “The use of ICT and assistive devices in school days helped me to convert my dreams into reality”.



Do you take tests
of all students in the
classroom?

Let's learn how we can !



Preparation and planning

- ❖ Create a safe and facilitating examination environment.
- ❖ Identify examination-related needs for students with special needs.
- ❖ Prepare questions or assessment items in accessible formats.
- ❖ Keep learning milestones the same for all students, except for students with intellectual and developmental disabilities (if needed).
- ❖ Understand CBSE/state board and education department guidelines for examinations of students with special needs.



Method

- ❖ Inform students with special needs, their parents, other teachers and administration about provisions for examination.
- ❖ Ensure all students understand the question paper, instructions and guidelines for examination.
- ❖ Allow students with special needs to use a braille kit, ICT devices and other assistive devices as per their needs and prescribed guidelines during examination.
- ❖ Consider use of alternative measures like audio-recording of answers, oral examination, large-print question papers, student-response in braille, and other scope of ICT integration, as relevant to the grade/class of the student.
- ❖ Facilitate students with visual disabilities with extra time for examination, scribe or reader, wherever required.



Garnishing (desirable)

- ❖ Learn various conceptual aspects of continuous and comprehensive evaluation (CCE) and evaluation for learning.
- ❖ Facilitate representation of student needs and challenges in examination with appropriate authorities.
- ❖ Study the answer sheet of students with special needs and provide additional support in learning wherever needed.
- ❖ Sensitise peer groups towards examination needs of students with special needs.



Outcome

Teachers are performing assessment for learning through various formative assessment procedures by allowing desirable adaptation. Accessible and inclusive examination ensures participation of students with special needs in the examination process.



Nutritional value

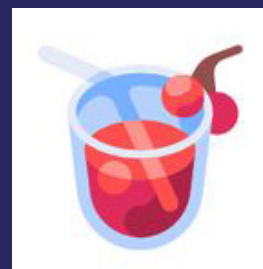
Section 17 (I) of the RPwD Act, 2016 makes provisions to apply 'suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, and exemption from second and third language courses.'



The refreshing story



- ❖ Ms. Harim is an assistant teacher at Govt. Urdu School, Mandai. In total five children with disabilities are studying in her school. She initially faced lots of problems in explaining the topics to children with disabilities and in evaluating their progress. She got an opportunity to attend a teacher's training programme on inclusive pedagogy and evaluation organised by Sightsavers India which helped her to understand how she could support children with disabilities in their education and the inclusive evaluation process. Further to the training, she introduced a customised and inclusive evaluation process by exploring some adaptive processes, like oral presentations by children, giving them extra time, and arranging scribes for children with visual impairment during term exams. This not only helped Ms. Harim to make the evaluation process inclusive but also helped the children to gain confidence. As a result, this year two children appeared for the entrance exam for CM School of Excellence and both got selected for admission in Class 7th.
- ❖ "The teacher training on exemplar module helped me enhance my teaching skills using inclusive design teaching materials to address the needs of all children including those with visual impairments in the classroom"
– Ms. Harim, Teacher, Hazariabg.



Do you prepare students with special needs as role models?

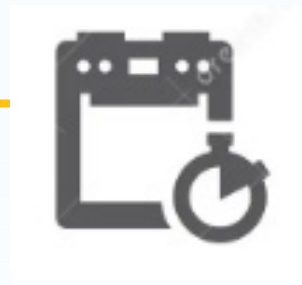
Let's learn how we can !

11



Preparation and planning

- ❖ Address myths & misconceptions about disabilities
- ❖ Generate awareness about stereotyping.
- ❖ Involve and encourage students with disabilities to engage in inclusive events.



Method

- ❖ Highlight special skills and talents of students with special needs within the classroom.
- ❖ Showcase the achievements of students with disabilities during exhibitions and other events.
- ❖ Award and acknowledge achievements of students with disabilities.
- ❖ Invite local achievers with disabilities to share their stories to inspire others.
- ❖ Screen a street-play or drama featuring the achievements of individuals with disabilities.
- ❖ Hold inclusive cultural programmes to showcase the talents of students with disabilities.
- ❖ Put up posters and displays about achievers and role-models with disabilities.



Garnishing (desirable)

- ❖ Conduct social media initiatives to raise awareness about abilities of students with special needs.
- ❖ Publish a newsletter with articles on achievements, myths & misconceptions.
- ❖ Organise initiatives for raising community awareness about skills and abilities of students with special needs.



Outcome

Alumnus with special needs of the school are placed at institutes of national importance and significantly contribute to society and inspire others.



Nutritional value

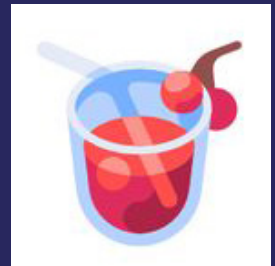
Every year, on the occasion of the International Day of Persons with Disabilities, 3rd December, the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment confers national awards on individuals, institutions, states and, districts for outstanding work done by them in the field of empowerment of persons with disabilities.



The refreshing story



- ❖ Kiran studies in a local school of Dumka district in Jharkhand. Due to her visual impairment, her school teachers did not pay any heed to her attendance and they admitted that they were not being trained to teach students with visual impairment.
- ❖ When Sightsavers India intervened through the inclusive education programme, Kiran began to witness a 360-degree change in her life. Regular counselling was provided to Kiran's parents, and her teachers were also given a skills development training programme on Braille, Abacus, Taylor Frame and other assistive technology used in teaching people who are blind.
- ❖ Kiran completed her 10th standard with First Division and enrolled in Tanya Computer Centre for Digital Learning classes (a project by Sightsavers India).
- ❖ Today, Kiran is the Cultural Minister of the Bal Sansad Committee of her school and proving to be an inspiring leader. On being asked about her future plans, Kiran says, "I dream of contributing to society by becoming a school teacher".



Do you involve parents and the community to help the education of students with special needs?

Let's learn how we can !

12



Preparation and planning

- ❖ Interact with the parents of students with special needs to understand their challenges and needs.
- ❖ Encourage parents to accept the disability of their child and recognise their abilities.
- ❖ Sensitise parents to support and encourage their child in education, as they might need more assistance.
- ❖ Motivate parents to support their children in completing their homework, revision of class work, preparation for exams, upkeep of study materials, assistive devices, and so on.
- ❖ Involve parents to improve social interactions of the child in and out of school.
- ❖ Facilitate & encourage parents to ensure regular attendance of children in school.



Method

- ❖ Educate parents/families about rights and entitlements of children with disabilities as per the Rights of Persons with Disabilities Act, 2016 and Rights of Children to Free and Compulsory Education Act, 2009.
- ❖ Create awareness among parents about government schemes and benefits for students with disabilities.
- ❖ Equip parents on how to help their children to develop their independent daily living skills like brushing, dressing, grooming, eating, toileting, maintaining hygiene and, menstrual hygiene management. Take help from a resource-teacher, when required.
- ❖ Involve parents of children with disabilities in school and classroom level activities, such as parents teachers meetings (PTM) and, annual function.
- ❖ Observe children in different social situations and provide support, if any social/emotional need is identified.
- ❖ Seek support of parents for participation of their children with special needs in school level activities.
- ❖ Encourage community volunteers to support the inclusion of students with special needs in day-to-day life, in and out of school.



Garnishing (desirable)



- ❖ Encourage family and community members to learn Braille, tailor frame, abacus, sign language, etc.
- ❖ Encourage networking of family members of students with special needs.
- ❖ Encourage parents and families to have patience and perseverance.
- ❖ Support family and community members to sustain the motivation level of children.
- ❖ Propose parents of students with special needs to be made part of school management committee, parent support group/association.
- ❖ Facilitate networking of parent/families of students having special needs with nearby self-help groups and organizations of people with disabilities working for disability rehabilitation.



Outcome

Parents and community are engaged in school development, volunteering for related activities and provide support at home which improves students' attendance, behaviour, achievements and self-esteem.

Nutritional value

As per the RTE Act 2009 every school should have a scheme of management through a school management committee (SMC). The School Management Committee scheme has been issued by respective states.

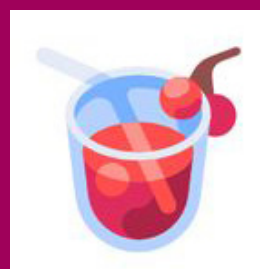


The refreshing story

"I am thankful to Sightsavers India for empowering teachers by enabling them to provide quality education to children with visual impairment."

– Mr. Pramod, Teacher, Kasganj

- ❖ In rural Kasganj, a family of seven faces life's challenges head-on. Led by their farmer father, Kajal and Aayush, visually impaired siblings, share a close bond. Initially enrolled in school, their disability and parents' unawareness hindered progress.
- ❖ Sightsavers India under its inclusive education programme, equipped the siblings with braille kits and smartphones and provided training to them on these devices. Information and communication technology (ICT) and curriculum training ignited their passion for learning and honed their daily skills. Their dedicated teacher, Mr. Pramod, actively participated in Sightsavers India's training on inclusive pedagogy and ICT. He is now an inclusive education expert and is providing educational support to Kajal and Ayush at school level.



Do's and Don'ts

Do's and Don'ts in classroom

(etiquettes for interacting with students with special needs)

Do's

- ❖ Regularly orient the student with visual impairment until they are confident about the school premises and their classroom.
- ❖ Take them around and make them observe position of doors, windows, desks, distance between their desk and door, drinking water place, toilets, obstacles, and so on.
- ❖ Inform them whenever there is a change in the setting of the classroom or school premises.
- ❖ Describe the wall paintings and, décor, in the class.
- ❖ A student with visual impairment should be guided to walk by holding the elbow of a support person and walking a step behind them. Ensure that they are comfortable in following your pace.
- ❖ Speak to the student with visual impairment directly and not with the companion.
- ❖ Always address them by their name.
- ❖ Give specific directions while guiding movements of the student (left, right, front, behind).
- ❖ Read aloud while writing on the board or read out the content already written on the board. Make sure you spell new/difficult words.
- ❖ Describe images, graphs, tables, so that students with visual impairments do not miss out the taught content.



Don'ts

- ❖ Avoid using words like, “normal verses disabled”. Instead, use non-disabled verses disabled.
- ❖ Avoid sympathetic behaviour and preferential treatment towards students with special needs.
- ❖ Do not touch or hold the child's hand without asking them.
- ❖ Do not talk about child's disability unless they prefer to mention it on their own.
- ❖ Avoid using gestures (nodding, hand gestures, facial expressions) when there is a student with visual impairment in the class.
- ❖ Do not leave without informing, so that they don't end up talking to an empty space.
- ❖ Do not insist on helping the child with the things they are confident doing independently.



Glossary

Glossary

1. **Active learning:**

Active learning builds on constructivist learning theory and is an instructional approach in which students actively participate in the learning process, as opposed to sitting quietly and listening.

2. **Assistive technology:**

Assistive technology is an umbrella term covering assistive products and services. These are to maintain or improve an individual's functioning (especially persons with disability) and independence, thereby promoting their well-being.

3. **Barrier:**

The Rights of Persons with Disabilities Act, 2016, defines barrier as any factor, including communicational, cultural, economic, environmental, institutional, political, social, attitudinal or structural, which hampers the full and effective participation of persons with disabilities in society.

4. **Buddy System:**

In the buddy system, two people (the buddies) work together as a team to watch and support one another.

5. **CCE:**

Continuous and comprehensive evaluation (CCE) was introduced as a mandatory requirement up to the elementary stage under the RTE Act. The same reforming assessment with its prime purpose of improving children's learning to help them progress, leading to their overall development.

6. **Co-operative learning:**

Small groups that collaborate in such a way that each member's success depends on the group's success are the foundation of cooperative learning.

7. **ECC:**

The expanded core curriculum (ECC) is a set of concepts and skills that often require specialised instruction for students with disability (primarily used for visual impairment) to compensate for decreased opportunities to learn.

8. **ICT:**

Information and communication technologies (ICT) is a diverse set of technological tools and resources used to transmit, store, create, share or



exchange information. These include computers, the internet, radio, television, audio and video players, and storage devices, satellite, video- conferencing, and so on.

9. Modelling:

Modelling is a teaching strategy where a teacher explicitly shows the students how to complete an activity or assignment before the students begin.

10. Peer- tutoring:

Peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. It is a type of learning practice where students assist their peers in grasping various academic concepts.

11. Reasonable accommodation:

The Rights of Persons with Disabilities Act, 2016, defines 'reasonable accommodation' as “necessary and appropriate modification and adjustments, without imposing a disproportionate or undue burden in a particular case, to ensure to persons with disability the enjoyment or exercise of rights equally with others”.

12. RPwD Act:

The Rights of Persons with Disabilities (RPwD Act, 2016) was enacted in December 2016. It promotes and protects the rights and dignity of people with disabilities in various aspects of life—educational, social, legal, economic, cultural and political. It applies to government, as well as to non- government and private organisations.

13. Scaffolding:

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

14. Inclusive Education:

Inclusive education (RPwD Act, 2016) as a system where students with and without disabilities learn together in a welcoming environment. The act also requires that the teaching and learning methods are adapted to meet the needs of all students.

15. UDL:

Universal design for learning (UDL) is an approach to teaching and learning that gives all students equal opportunity to succeed.

**HOPE YOU WILL ENDEAVOUR
INCLUSIVE CLASS ROOM PRATICES!**



